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ABSTRACT

In response to both teachers' and students' needs, high school media specialists in Denver, Colorado, formed a resource sharing consortium called ASAP (As Soon As Possible), a multitype library telefacsimilie consortium, which is supported by 1988-1990 Library Services Construction Act (LSCA) funds. ASAP members include 14 high school library media centers in Colorado, two alternative schools, two academic libraries, one public library branch, one special library, and one vocational school. These 21 libraries share primarily serials documents and secondarily lesson plans and other interlibrary communications via fax. This article describes equipment selection, resource sharing agreements, serials directory information, and collection development activities of the consortium. From the first steps in grant writing and initial publicity through user evaluations and research findings, the ASAP story chronicles the first of seven subsequent projects that Colorado libraries are implementing in an effort to build upon statewide resource sharing efforts. ASAP focuses on five objectives: (1) to use telefacsimile technology to share documents and transfer information among multitype libraries in Jefferson County, Colorado; (2) to provide a serials directory of holdings to all member libraries; (3) to sustain ongoing interlibrary communication, cooperation, and collaboration; (4) to continue to develop and refine fax usage protocols, interlibrary loan, and resource sharing agreements; and (5) to provide leadership to other libraries interested in cultivating partnerships. (13 references) (MAB)

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GETTING THE FACTS
As Soon As Possible
THROUGH FAX

ASAP: A Multitype Library Telefacsimile Consortium

IR053430

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GETTING THE FACTS
As Soon As Possible
THROUGH FAX

ASAP: A Multitype Library Fax Consortium

Abstract:

The first school library directed fax consortium funded by 1988-1990 L.S.C.A. funds, A.S.A.P. members include fourteen high school library media centers in Colorado, two alternative schools, two academic libraries, one public library branch one special library and one vocational school. These twenty-one libraries share primarily serials documents and secondarily lessons plans and other interlibrary communications via fax. This article describes equipment selection, resource sharing agreements, serials directory information, and collection development activities of the consortium. From the first steps in grantwriting and initial publicity through user evaluations and research findings, the A.S.A.P story chronicles the first of seven subsequent projects that Colorado libraries are implementing in an effort to build upon statewide resource sharing efforts.

GETTING THE FACTS
As Soon As Possible
THROUGH FAX

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Accustomed to automated catalogs, online searching, and satellite news-- today's high school student draws upon sophisticated information sources. Increasing numbers of young people actively use electronic bulletin boards, Prodigy and cable services like X-Press X-Change. Touch screen shoppers in supermarkets and at fast food counters, adolescents require access to a broad scope of magazine and newspaper publications.School assignments often demand that information be made available instantaneously. In response to both teachers' and students' needs, high school media specialists in suburban Denver, Colorado, formed a resource sharing consortium called ASAP (As Soon As Possible). Supported by Library Services Construction Act grants from 1988 through 1990, ASAP lives up to its name by providing interlibrary document delivery via fax.

OVERVIEW

Created by Jefferson County School District library media specialists, ASAP encompasses sixteen school sites (including alternative and vocational schools), two academic libraries, one public library branch, and one special library at the district's administrative center. Twenty-one separate libraries make up ASAP in all. Colorado's first multitype library telefacsimile project, TALINET, in the late seventies,[1] involved academic and public institutions. ASAP is the first project to initiate fax service for public school patrons. Its success prompted seven additional groups to create telefacsimile projects to link different types of libraries throughout the state.

Several things led a few library media specialists to develop the ASAP project. First, a user survey conducted by the Jefferson County School District and the Jefferson County Public Library in 1986 revealed that a significant number of secondary students preferred after school hours and that forty percent received assignments which required access to school, academic and public library collections.[2] Since samples were taken from schools in the north area of the district,[3] library media specialists in this region possessed important baseline data from which to fashion a grant proposal and to initiate a regional pilot.

In 1986 and 1987, two studies, "Survey of Library Needs in North Arvada" and the "Arvada Teacher Survey" made it clear that the public library branch's largest user group were secondary students and 87% of those surveyed used the Arvada Public Library branch for school assignments. Of the teachers, eighty percent encouraged students to use the public library, but only 20% created their assignments with specific knowledge of public library collections.[4]

Although local and regional public libraries had automated catalogs, the school district's plans for library automation lacked funds. With the exception of "Uncover," an online periodical directory to CARL (Colorado Alliance for Research Libraries) which does include ASAP academic libraries, neither the local public library or the school system projected immediate plans for automating their serials collections. In fact, library media specialists throughout the district's 119 schools and the administration center's PLMC, Professional Library Media Center, did not have an updated, integrated union list to index

serials holdings.

Since high school students rely heavily upon periodicals and since library media specialists had limited information about serials collections within the educational community, a plan to share resources emerged. Beginning in six locations, then expanding southwards, ASAP now encompasses an area of over 750 square miles and potentially serves over 22,000 students. Jefferson County communities skirt the foothills both north and south and they extend from the mountains in the west to urban centers which border Denver in the east. Suburban mostly, but rural in spots, the school district's diversity presents a challenge to school library media professionals and their colleagues in academic, public, and special libraries.

Addressing this challenge, ASAP focuses on five objectives-- 1) to use telefacsimile technology to share documents and transfer information among multitype libraries in Jefferson County, Colorado 2) to provide a serials directory of holdings to all member libraries, 3) to sustain ongoing interlibrary communication, cooperation and collaboration, 4) to continue to develop and refine fax usage protocols, interlibrary loan, and resource sharing agreements, and 5) to provide leadership to other libraries interested in cultivating partnerships. [5] *These objectives drive all ASAP activities. Building fax connections supports resource sharing and ongoing collaboration among member libraries.*

PROJECT IMPLEMENTATION

ASAP has been co-directed over the past three years by school library media specialists. For continuity, one co-director has served throughout that time and for wider involvement, one co-director position has been filled by different individuals each year. In its pilot phases, ASAP's leadership team established specific committees which, in turn, determined all consortium policies. Institutions provided representation on each committee. Led by volunteers, committees initially focused on six project areas: evaluating telefacsimile equipment; protocols and resource sharing agreement; enhancing interlibrary cooperation; developing an ASAP serials directory; collaborating on collection development; and promoting fax services to users.

Today, ASAP operates with only three committees which concentrate upon serials data updates, project evaluation, and collection development. To launch the project, however, some steps had to be taken first. The consortium needed to evaluate, then select telefacsimile equipment.

Equipment Selection

Prices of fax machines ranged from $400 to $40,000. So the overriding question became "where to begin?" A review of library and computer literature in ERIC and LISA turned up some information on equipment standards. Project directors researched telefacsimile evaluations from academic and public libraries in Pennsylvania[7]*, New York*[8]*, Illinois*[9]*, and Ohio*[10]*. ASAP queried libraries highlighted in the January, 1988 issue of American Libraries. Based upon the information gathered and an assessment of resource sharing needs, the ASAP equipment committee drafted a list of specifications. The consortium adopted the standards in TABLE I.*

After nine months of resource sharing via fax, committee evaluators found that some features were more useful for library applications than others. They determined that simultaneous batch transmission to different locations was not critical for daily document delivery purposes. Existing user needs did not include a RS-232 port to link fax machines to a computers. Added security which allows an individual to retrieve documents stored in memory through private codes was also not essential.

Features important to ASAP participants were the following: 1) an automatic paper cutter, 2) single button dialing, and 3) a document stack feeder. Considered to be "advanced" options by manufacturers, these features increased the base equipment cost.

Fax equipment evaluators formed some general conclusions and budget recommendations for those who wish to undertake a similar project. Any telefacsimile project budget should allow for telephone connections. An additional, direct phone line may or may not be needed. Installation costs, and monthly line fees must be accommodated. Even though some vendors provide start-up training and a backup supply of paper, ongoing budgets have to recognize the terms of maintenance contracts and warranties, paper consumption, and hidden preparation costs to transfer documents on microform into hardcopy.

Interlibrary Cooperation: Resource Sharing Agreements and Protocols

Installation of fax equipment brought the need for a directory of ASAP members and their fax numbers as well as a set of protocols for requesting materials. The protocols committee shaped the goals, strategies, and procedures which direct ASAP resource sharing. Since each institution was respresented in these discussions, participants reached equitable decisions.

Initially, ASAP members shared a concern that the public library might be inundated by requests. Those fears were never realized. Other unspoken reservations were dispelled by the many benefits that ASAP users enjoyed through their fax connections. Those library media specialists who wondered about staff time impacts were relieved to learn that a student assistant could receive and fill requests.

The protocols committee proposed that school requests be routed first to other school libraries, then to the school district's Professional Library, and finally to public and academic libraries. This committee prepared and revised several generations of request forms then adopted the one illustrated in TABLE II.

After studying the protocols and agreements of other networks in Illinois[11], Montana[12], and New York[13], ASAP committee members identified nine critical issues to consider. Those issues included the following: determining request priorities, defining "rush" requests and response times, limiting document length and number of requests per patron, standardizing request format and path, creating a fee structure for non-institutional or personal fax usage, and researching copyright concerns. ASAP agreed to keep requests to two per patron per day

with no ceiling on the total number of requests sent per day from any one site. Requests were limited to no more than ten pages per document and to only serial publications. Other interlibrary loan requests, for books or reference materials, continued through conventional channels. The Colorado State Library has coordinated discussions about interlibrary loan standards for fax users.

Monthly meetings allowed a collegial, collaborative approach to problem-solving. They sustained ongoing communication between library media specialists. Meeting topics included extensive examination of conventions in other fax consortia and attention to emerging local needs. Shared decisionmaking and participation on project committees was the key to ASAP cooperation.

Interlibrary Cooperation: Serials Directory

Having a means for requesting and delivering documents was not enough. To avoid blind requests and to merge serials information, the ASAP committee working on the serials holdings investigated different ways for consolidating the separate holdings lists for each of the ASAP library media centers. During the project pilot, one library media specialist entered holdings information on database programs to Appleworks. The database report format mirrored one used by the county public library and itemized 845 serial titles and all ASAP site locations for each title. ASAP directories consisted of looseleaf notebooks of database printouts like the sample in TABLE III.

Additonal ASAP sites, serial titles, and holdings records in 1990 required a more sophisticated solution. The question for ASAP and other projects in the state was who should create and maintain such a directory of this size? Should it be assessible electronically at each site? How would it be updated as collections matured? The Denver based Bibliographical Center for Research published a directory of fax numbers and locations, however the issue of who had what remained.

An interim solution for ASAP came through a database template from the Central Colorado Library Systems. One of the ASAP academic libraries generated with its computer resources an electronic file which enabled library media centers to provide local users a more complete print directory. Updated annually, ASAP directories may someday be retrievable on CD ROM or online. Preparation of a serials database for all LSCA (Library Services and Construction Act) projects has only begun. Working together could provide a springboard for further statewide collaboration.

Interlibrary Cooperation: Collection Development

Because ASAP enhanced interlibrary cooperation, library media specialists sought ways to coordinate collection development among the schools. They studied collection age and breadth, curriculum electives and enrollments at each school, and circulation records to

identify discrete subject area strengths. ASAP school participants decided upon a magnet model which complimented the collection patterns in each of the public library branches. Their common goal was to distribute collection specialities throughout the county.

ASAP pilot sites decided that school library media collections would specialize in a specific curricular areas. For example, Arvada West High School would concentrate upon literature, art, and child development; Arvada Senior High School would focus upon local and regional information, science, government, and geography; Pomona High School would intensify their collections in history and political science; and Standley Lake High School, the district's newest high school would build collections in business, technology, physical education and music. With pinpointed subjects as their focus, school library media specialists tailored their serials and microform orders.

School library media specialists compared their orders and determined the degree of title overlap and aligned their purchases with subject area concentration. At least one site would maintain paper copy subscriptions to offset delays in microform subscriptions. Arvada Senior, for example, changed forty percent of its serial titles to address its subject area specializations more comprehensively. Other schools reduced a smaller percentage of the titles which many sites maintained and added a few new titles.

As the newest high school library media center stepped through its first year of service, it had access via fax to the periodical resources of three older senior high schools, the Arvada Public Library and the Professional Library. Telefacsimile clearly alleviated the lack of periodical back runs or archives in a start-up collection when it allowed neighboring library media centers to share resources.

PROJECT PUBLICITY

Working in concert, ASAP participants have publicized fax services to their communities. From the first press releases to the most recent newspaper stories, news about ASAP traveled fast. Internal to the school district administration, to each school and to individual library organizations-- publicity not only clarified the project's purpose but evoked enthusiastic support of its benefits. Each ASAP library had a "cinderella" story to share about their fax service.

Presenting aspects of the project from grant writing to resource sharing at state media association and educational computing conferences, ASAP has promoted multi-type library fax networks to others in Colorado. Those conferences included those sponsored by Colorado Educational Media Association; the Colorado State Department of Education, (Technology in Education); Rocky Mountain Association of Computers in Education, and the Jefferson County Public School District, (Power Up!). Urban and rural audiences had varied levels of understanding about fax.

PROJECT EVALUATION

Data accumulated monthly about ASAP in machine generated fax journals at each site. Information about collection needs, resource sharing patterns, and user preferences grew daily. Since March, 1988, ASAP libraries have been evaluating the request patterns of and collection support for their users. In the first six months of the project, the six ASAP pilot sites logged over 1500 transactions. Within the first month of operation, the newly opened high school placed over 75 requests.

Patterns emerged around unique collections at each library media center. Since Arvada Senior High School was the sole depository for local and regional sources, requests for current as well as back issues to Denver Post appeared in statistics specific to that school. Each school collected data on a monthly basis about requests received from other locations and the requests initiated for its students. Each library media specialist in the consortium submitted monthly reports like those in TABLE IV.

From this data, library media professionals determined the most frequently requested serial titles, request fill rates, and specific library media center usage and response. Data analysis provided new information about collection inventories, microform transfer, subscription renewals, and circulation practices throughout ASAP institutions. Out of the total fax activity, 90 percent of the requests were from senior high school students to other ASAP school library media centers for serials. Only 7% of their requests were directed to the public library, and less than 3% to the Professional Library Media Center. The smallest number of requests was initiated by the PLMC which conducts interlibrary loan for all 119 district schools.

Benefits to school library media centers were numerous. First, fax connections gave schools the chance to directly communicate. Second, schools could collaborate with one another around collection development. The later allowed them a broader respond to information needs of students. The time delay for interlibrary loan had previously been two weeks. With telefacsimile capabilities, that delay was shortened to twenty-four hours at the maximum. Often students could pickup their fax requests before leaving school in the afternoon. Facing tight budget allocations, library media specialist found that cooperative collection developemnt reduced serials' costs in some area.

Public librarians saw less congestion over serials circulation in evening hours and reported fewer "surprise" school assignments from ASAP pilot schools. Academic and public libraries witnessed less traffic on standard serial titles and more requests for specialized journals and unique serial titles. They enjoyed the opportunity to access more popular, less technical sources from school library media centers for their customers. Of all the benefits derived, customer satisfaction held the greatest value. Every library media center in the consortium reported both positive reception from their publics and within their library media program staff.

PROJECT IMPACTS:
Instruction

Since 1987, Jefferson County educators have focussed upon a new paradigm in information skills instruction. The district's skills continuum, written by school library media specialists and endorsed by the Board of Education, outlined recursive, non-linear skills development for all students. The information skills continuum included the following: determining information needs, accessing information, analyzing information, selecting and evaluating information, organizing and processing information, and communicating information. ASAP extended the ways students apply information access skills and compounded their need for skills in analyzing, selecting, and evaluating information.

Since ASAP began, sources indexed on automated catalogs to public and academic libraries were within the school's grasp. Conventional periodical indexes typically found in high schools were not enough. The need for statewide and regional serial directories became more critical. Since the ASAP serials directories provided students over 1000 different titles, teachers expected comprehensive research on more well-defined topics. A direct benefit has been that some teachers insist that their students map their research paths, record key terms and descriptors, and even printout subtopic searches in CD-ROM and online indexes like NEWSBANK and DIALOG. (In NEWSBANK, a "headings" key command can be used three times to generate subheading windows.) Others required students to submit actual copies of articles they use. For many educators, documenting the information seeking process has taken on as much importance as the "final product."

Lesson planning in the library media centers in Jefferson County Schools reflected a critical shift in emphasis. Lessons were developed from a model or "interface process" for cooperative planning which was standardized in the district's Information Skills Guide.[14] *(TABLE V.) These plans were designed by teams of library media specialists and teachers who integrated skills instruction throughout the curriculum. From the onset, school library media specialists in the ASAP consortium agreed to share lesson plan*[6] *forms. These plans assisted other school library media specialists to anticipate specific resource demands and to enrich their instructional repetoires. Since public librarians were sometimes the last to know what students needed, ASAP library media specialists pledged to exchange "school assignment" forms (TABLE VI) with public librarians.*

Over the past three years, teachers and library media professionals in ASAP sites continued to find students eager to access and examine more resources than any one individual school library media center could provide. High school debaters reported greater success in speech competitions. English teachers indicated a wider range of topics emerged in essay assignments and a richer variety of periodicals appeared within bibliograhies to researched reports. Library media center staff recognized that every filled fax request represented a reference question which may have otherwise gone unanswered.

With the installation of fax services in school library media centers, more students enjoyed greater access to other libraries. Reluctant students, who used to give up on some research topics, claimed they no longer relinquished their primary interests because of

resource shortages. Parents observed an increase in student confidence about research assignments. If students chose a wider variety of subjects to investigate, how much of their behavior was shaped by increased information access? ASAP members have studied and recorded student use of this expanded access. Through ASAP, students entered school library media centers, public and academic libraries throughout the county. The first line of service, however, remained with the schools whose mission it is to help learners crystallize their thinking and strategize their information searches.

PROJECT IMPACTS:
Library Media Center Management

One unanticipated by-product of fax activity was that many school library media centers discontinued their conventional circulation of periodicals. Senior high school faculties were supportive of that decision in light of the expanded access students had to more publications through interlibrary cooperation. Coin operated photocopiers allowed hardcopy documents to leave the school library media centers without depriving students sustained access. And reducing circulation tasks opened up time for assistants to tend to fax requests. Staff time received minimal impact. Reports indicated that it took support staff an average of eight minutes to fill a request and library media centers received an average of eight requests per day.

Another by-product of fax activity was the need for some sites to develop local policies regarding fax usage. In compliance with grant guidelines, individual ASAP sites have instituted fees for "non-library oriented use" of the fax machine. Personal communiques to friends, spouses or athletic ticket offices fell into the category of "non-library" use. On the other hand, short messages to the state department of education offices or professional associations for conference registration were institutional/ administrative needs that did qualify for no fee.

CONCLUSION

Telefacsimile technology has become one of the newest and most successful tools in the library media center providing an exciting research and retrieval alternative for students and staff. Distance between schools, turnaround time for interlibrary loan, collection scope and size are less critical. ASAP enables students to be more focused as researchers and teachers are able to diversify instructional research experiences more effectively. Library media specialists have been able to accelerate their responses to patrons, engineer different collection development strategies, reorganize budgets and expand interlibrary loan services. For example, some school library media centers increased their access from approximately 100 magazine titles to more than 1000 titles.

The emerging connections among multitype libraries in the ASAP consortium reflect statewide attention on the feasibility of a Colorado database and the technological means for accessing collections within separate institutions. "PROJECT ACCESS" is a legislated plan that is currently working toward this goal in Colorado.

ASAP's project marks the beginning of a growing trend. Library media specialists will explore further the intricacies of multitype library telefacsimile networks.

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Table I

EQUIPMENT SPECIFICATIONS FOR TELEFACSIMILE

FIRST YEAR	SECOND YEAR
Bids range from $2,200.00 - 2,500.00	Bids range from $1400.00 - 1650.00
Grade 1,2,3, compatibility	Grade 2,3 compatibility
9600,4800, 2400 baud rates with automatic step down	9600,4800,2400 baud rates with automatic step down
Stack feeder for at least 30 papers	Document stack feeder
Roll Paper- minimum length 32 feet (thermal paper optional)	Paper cut to document length
Paper cut to document length	Message confirmation
Accommodation of photos and reprints with 16 levels of gray scale	Full journal of transactions
Message confirmation	Autodialing
Full journal of transactions	Telephone handset
Autodialing up to 15 times	Speed dialing
Built in dialer with telephone handset or voice request mode	Built in speaker to hear line conditions
Built in dialer with storage for 100 numbers	Transmission terminal identification on documents
Speed dialing 20 single buttons and 80 double	
Dialer capable of real or delayed times	
Automatic re-transmission of poor transmissions	
Built in speaker to hear line conditions	
Transmission terminal identification on documents	
Transmission rate of nine seconds	
Memory of at least one megabyte for document storage	
Simultaneous batch transmission to different locations	
Expandable memory with upgrades	
Working RS-232 port	

Table II

ASAP
FAX REQUEST FORM

Fax Request from Arvada West

To	Filled		To	Filled		To	Filled	
						Special Libraries		
___Alameda	Y	N	___Green Mt.	Y	N	___CSM	Y	N
___Arvada Sr.	Y	N	___Golden	Y	N	___Jefferson Open	Y	N
___Arvada West	Y	N	___Jefferson	Y	N	___McLain	Y	N
___Bear Creek	Y	N	___Lakewood	Y	N	___PLMC	Y	N
___Chatfield	Y	N	___Pomona	Y	N	___Public--Arvada	Y	N
___Columbine	Y	N	___Standley Lake	Y	N	___Red Rocks	Y	N
___Evergreen	Y	N	___Wheat Ridge	Y	N	___Warren Tech	Y	N

Please print very legibly

For_____ Teacher_____

Date sent_____ Date needed_____

Type: Magazine article Reference *TOM#*_____ *Newsbank#*_____ *SIRS#*_____
Other_____

Article title_____

Magazine/Source title_____

Date_____ Pages_____ Volume____ Number_____

Indexed in: *Readers' Guide* *TOM* *Newsbank* *SIRS* Other_____

Comments_____

Request complies with 108 (g) Guidelines (CCG)

Table III

ASAP SERIALS DIRECTORY FORMAT

>>>> PERIODICALS LIST:	ARVADA AREA LIBRARIES <<<<	
AMERICA		
	Arvada H.S.	84-88
	Arvada Public Library	69-82, 88-CURRENT
	Arvada West H.S.	85-89
	Pomona H.S.	81-CURRENT
	Standley Lake H.S.	88-CURRENT
AMERICAN ART JOURNAL		
	Professional L.M.C.	85-CURRENT
AMERICAN ARTIST		
	Arvada Public Library	61-CURRENT
	Professional L.M.C.	85-CURRENT
AMERICAN BABY		
	Arvada H.S.	84-88
AMERICAN BIOLOGY TEACHER		
	Professional L.M.C.	76-CURRENT
	Standley Lake H.S.	CURRENT
AMERICAN BOOK PUBLISHING RECORD		
	Professional L.M.C.	76-CURRENT
AMERICAN CITY & COUNTY		
	Arvada Public Library	77-79
AMERICAN COUNTRY		
	Arvada Public Library	KEEP 2 YEARS
AMERICAN CRAFT		
	Arvada Public Library	6/79-CURRENT
	Arvada West H.S.	85-88
	Professional L.M.C.	67-CURRENT
	Standley Lake H.S.	CURRENT
AMERICAN DEMOGRAPHICS		
	Professional L.M.C.	81-CURRENT
AMERICAN EDUCATION		
	Arvada Public Library	12/64-82
	Pomona H.S.	81-85
	Professional L.M.C.	76-85
AMERICAN EDUCATIONAL RESEARCH JOURNAL		
	Professional L.M.C.	86-CURRENT

Table IV

ASAP MONTHLY RECORDS

MONTHLY FAX REQUESTS LOG

DATE	ITEM	FILLED

Table V

INFORMATION SKILLS LESSON PLAN

INTERFACE PROCESS

PROGRAM AREA: _____
UNIT: _____
GRADE LEVEL: _____

OBJECTIVES:

INFORMATION SKILLS:

RESOURCES:

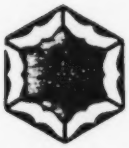
STUDENT SUPPLIES:

STUDENT OUTCOME:

TEACHING STRATEGIES	LEARNING ACTIVITIES	TIME	SITE

Table VI

PUBLIC LIBRARY - SCHOOL ASSIGNMENT FORM



JEFFERSON COUNTY PUBLIC LIBRARY

10200 West 20th Avenue, Lakewood, Colorado 80215 (303) 232-7114

SCHOOL ASSIGNMENTS AND PUBLIC LIBRARY USE

The staff of the Jefferson County Public Library wants students to have a positive experience when they come in to work on school assignments. We are strongly committed to the value of students using their public libraries and developing skills which can enrich their entire lifetime.

As a public library we do not purposefully select materials to support school curriculum nor do we buy them in the quantity your classes may need. When you give an assignment requiring library research, please fill out this form and give it to your school library media specialist, who will send it on to the appropriate public libraries. This allows us to plan ahead and identify information sources to best serve your students. Since the public library collections are not based on curriculum, we urge you to come by to investigate our resources in advance.

Teacher _____ **Phone** _____

School _____

Address _____

Course _____

Assignment (please attach handouts and describe the assignment including any special features or restrictions):

_____

_____

_____

_____

Total number of students given the assignment ____ **Date given** _____ **Due** _____

Your comments: _____

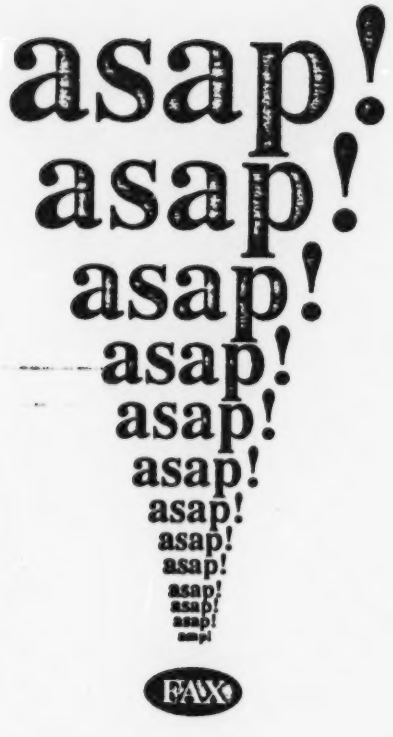
_____

Blank forms will be kept in stock at the school library media centers.

When students come to the public library, and are unable to complete the assignment as given, we will hand out an ATTEMPT TO COMPLETE ASSIGNMENT form.

Library branch locations, hours and phone numbers are on the reverse side of this form. Please feel free to offer suggestions to the JCPL Associate Director of Public Service at 232-7114.

JCPL 450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